



July 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2008  
ID: 11201326  
SAU: Old Town School Department  
School: Old Town High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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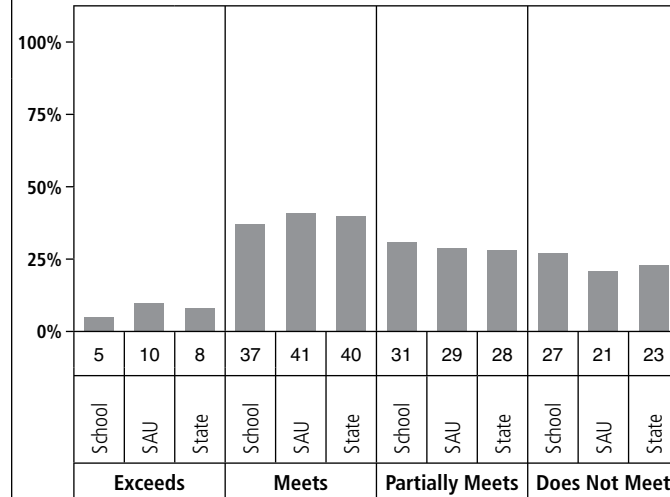
# SUMMARY OF SCORES

Test Date: May 2008  
SAU: Old Town School Department  
School: Old Town High School

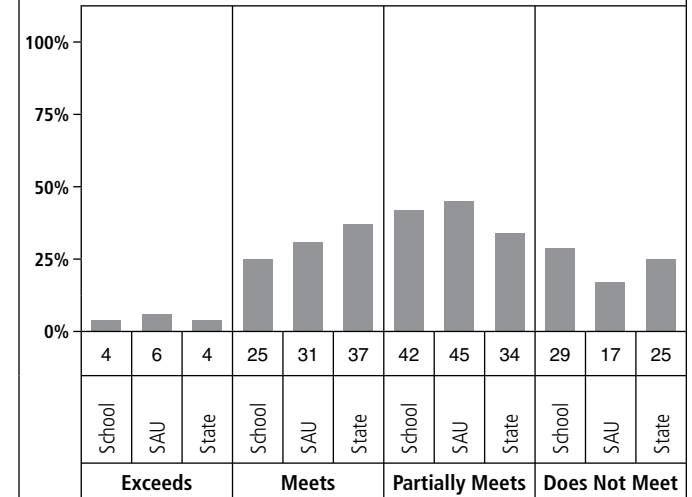
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b> 2006–2007 2007–2008	1139 1139	1141 1142	1141 1141
<b>Mathematics</b> 2006–2007 2007–2008	1139 1139	1141 1141	1140 1141
<b>Writing</b> 2006–2007 2007–2008	1140 1138	1142 1141	1141 1140
<b>Science</b> 2007–2008	1138	1140	1141

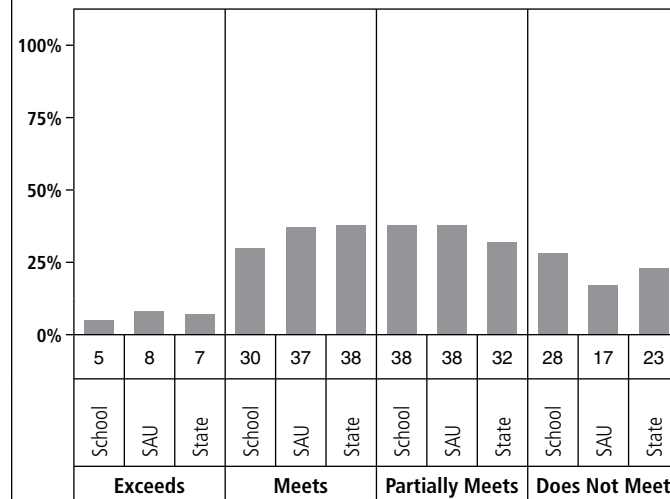
### CRITICAL READING



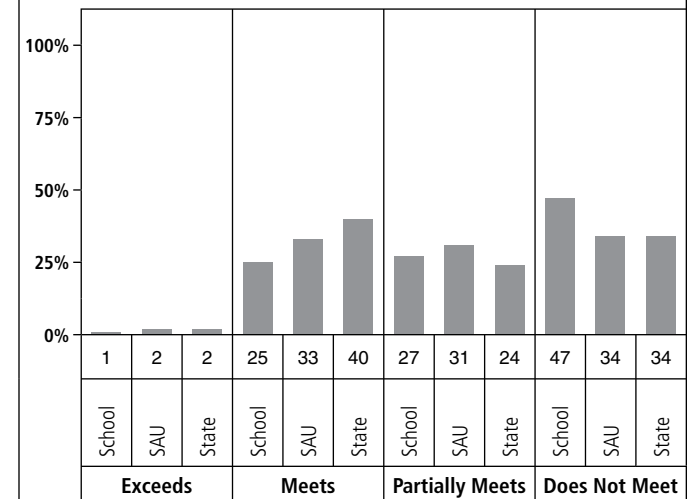
### MATHEMATICS



### WRITING



### SCIENCE



# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008  
SAU: Old Town School Department  
School: Old Town High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																													
							Critical Reading						Mathematics						Writing						Science											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Total number of students	117	100	66	100	15604	100	113	97	64	97	14875	96	116	99	65	98	15165	97	113	97	64	97	14869	96	114	97	65	98	14961	96						
Ethnicity	African American/Black						5	4	5	8	305	2	5	100	5	100	261	86	5	100	5	100	286	95	5	100	5	100	260	86	5	100	5	100	280	93
	American Indian or Native Alaskan						6	5	0	0	103	1	6	100	0	0	95	93	6	100	0	0	97	95	6	100	0	0	95	93	6	100	0	0	93	91
	Asian or Pacific Islander						1	1	1	2	215	1	1	100	1	100	194	90	1	100	1	100	202	94	1	100	1	100	194	90	1	100	1	100	200	93
	Hispanic						1	1	1	2	140	1	1	100	1	100	118	84	1	100	1	100	123	88	1	100	1	100	118	84	1	100	1	100	120	86
	Caucasian/White						104	89	59	89	14841	95	100	96	57	97	14207	96	103	99	58	98	14457	98	100	96	57	97	14202	96	101	97	58	98	14268	96
	Not Reported						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	21	18	8	12	2247	14	20	95	8	100	2065	93	21	100	8	100	2138	96	20	95	8	100	2060	92	21	100	8	100	2081	93						
Current LEP	2	2	1	2	648	4	2	100	1	100	508	79	2	100	1	100	564	87	2	100	1	100	507	78	2	100	1	100	534	83						
Economically disadvantaged	37	32	18	27	4028	26	36	97	18	100	3682	92	37	100	18	100	3831	95	36	97	18	100	3679	92	37	100	18	100	3755	94						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	101	86	59	89	13042	84	104	89	60	91	13332	85	101	86	59	89	13042	84	102	87	60	91	13192	85
Identified disability (PET/IEP)	9	9	4	7	739	6	10	10	4	7	810	6	9	9	4	7	739	6	10	10	4	7	791	6
LEP	2	2	1	2	399	3	2	2	1	2	456	3	2	2	1	2	399	3	2	2	1	2	436	3
504 plan	13	13	7	12	196	2	14	13	7	12	204	2	13	13	7	12	196	2	14	14	7	12	201	2
Participation with accommodations	10	9	4	6	1623	10	10	9	4	6	1624	10	10	9	4	6	1625	10	10	9	4	6	1567	10
Identified disability (PET/IEP)	9	90	3	75	1117	69	9	90	3	75	1119	69	9	90	3	75	1119	69	9	90	3	75	1088	69
LEP	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	83	5
504 plan	1	10	1	25	58	4	1	10	1	25	58	4	1	10	1	25	58	4	1	10	1	25	55	4
Other	0	0	0	0	367	23	0	0	0	0	366	23	0	0	0	0	367	23	0	0	0	0	353	23
Participation through alternate assessment (PAAP)	2	2	1	2	209	1	2	2	1	2	209	1	2	2	1	2	202	1	2	2	1	2	202	1
Identified disability (PET/IEP)	2	100	1	100	209	100	2	100	1	100	209	100	2	100	1	100	202	100	2	100	1	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	4	3	2	3	693	4	1	1	1	2	399	3	4	3	2	3	699	4	3	3	1	2	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2008  
SAU: Old Town School Department  
School: Old Town High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	8	5	6	9	1079	7
	2006-2007	11	7	6	8	1168	8
	<b>2007-2008</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>10</b>	<b>1184</b>	<b>8</b>
	Cum. Total*	25	6	18	9	3431	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	42	28	24	34	5697	38
	2006-2007	48	32	28	37	5714	38
	<b>2007-2008</b>	<b>41</b>	<b>37</b>	<b>26</b>	<b>41</b>	<b>5885</b>	<b>40</b>
	Cum. Total*	131	32	78	37	17296	39
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	61	41	27	39	4772	32
	2006-2007	59	39	27	36	4728	31
	<b>2007-2008</b>	<b>34</b>	<b>31</b>	<b>18</b>	<b>29</b>	<b>4093</b>	<b>28</b>
	Cum. Total*	154	38	72	34	13593	30
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	37	25	13	19	3595	24
	2006-2007	32	21	15	20	3444	23
	<b>2007-2008</b>	<b>30</b>	<b>27</b>	<b>13</b>	<b>21</b>	<b>3417</b>	<b>23</b>
	Cum. Total*	99	24	41	20	10456	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Old Town School Department  
School: Old Town High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	111	6	5	41	37	34	31	30	27	1139	63	10	41	29	21	1142	14579	8	40	28	23	1141
<b>Ethnicity</b>																						
African American/Black	5	0	0	2	40	1	20	2	40	1134	5	0	40	20	40	1134	248	4	21	27	48	1132
American Indian or Native Alaskan	6	0	0	2	33	3	50	1	17	1138	0						94	5	27	28	40	1134
Asian or Pacific Islander	1										1						192	4	35	30	31	1138
Hispanic	1										1						115	5	32	26	37	1136
Caucasian/White	98	6	6	37	38	29	30	26	27	1139	56	11	43	29	18	1143	13930	8	41	28	23	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	18	0	0	1	6	4	22	13	72	1126	7	0	0	0	100	1122	1823	1	9	24	65	1126
No	93	6	6	40	43	30	32	17	18	1141	56	11	46	32	11	1144	12756	9	45	29	17	1143
<b>Current LEP</b>																						
Yes	2										1						488	3	22	24	52	1132
No	109	6	6	41	38	34	31	28	26	1139	62	10	42	29	19	1142	14091	8	41	28	22	1141
<b>Economically disadvantaged</b>																						
Yes	34	0	0	12	35	7	21	15	44	1134	17	0	47	12	41	1137	3545	3	28	30	39	1134
No	77	6	8	29	38	27	35	15	19	1141	46	13	39	35	13	1143	11034	10	44	27	19	1143
<b>Migrant</b>																						
Yes	0										0						5	20	0	40	40	1136
No	111	6	5	41	37	34	31	30	27	1139	63	10	41	29	21	1142	14574	8	40	28	23	1141
<b>Gender</b>																						
Female	51	5	10	22	43	16	31	8	16	1143	29	17	45	31	7	1147	7237	8	42	30	19	1142
Male	60	1	2	19	32	18	30	22	37	1135	34	3	38	26	32	1137	7342	8	38	26	28	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	9	30	61	1127
No	111	6	5	41	37	34	31	30	27	1139	63	10	41	29	21	1142	14476	8	41	28	23	1141
<b>Gifted/talented program</b>																						
Yes	5	4	80	1	20	0	0	0	0	1168	5	80	20	0	0	1168	295	48	48	4	0	1161
No	106	2	2	40	38	34	32	30	28	1137	58	3	43	31	22	1139	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2008  
SAU: Old Town School Department  
School: Old Town High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	3 4	2 4	1 4	1 6	578 637	4 4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	50 29	32 25	29 20	37 31	5481 5508	36 37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	49 48	32 42	27 29	35 45	4754 5065	31 34
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	53 33	34 29	21 11	27 17	4607 3660	30 25

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Old Town School Department  
School: Old Town High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	114	4	4	29	25	48	42	33	29	1139	64	6	31	45	17	1141	14870	4	37	34	25	1141
<b>Ethnicity</b>																						
African American/Black	5	0	0	1	20	1	20	3	60	1130	5	0	20	20	60	1130	274	1	12	31	57	1133
American Indian or Native Alaskan	6	0	0	1	17	1	17	4	67	1135	0						96	2	24	30	44	1136
Asian or Pacific Islander	1										1						200	8	37	34	22	1142
Hispanic	1										1						120	3	23	32	43	1138
Caucasian/White	101	4	4	27	27	44	44	26	26	1139	57	7	33	46	14	1142	14180	4	38	34	24	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	19	0	0	0	0	8	42	11	58	1131	7	0	0	43	57	1128	1896	0	8	22	70	1130
No	95	4	4	29	31	40	42	22	23	1140	57	7	35	46	12	1142	12974	5	41	36	18	1142
<b>Current LEP</b>																						
Yes	2										1						545	3	16	28	53	1135
No	112	4	4	29	26	47	42	32	29	1139	63	6	32	44	17	1141	14325	4	38	34	24	1141
<b>Economically disadvantaged</b>																						
Yes	35	0	0	7	20	11	31	17	49	1135	17	0	35	35	29	1137	3695	1	22	37	40	1136
No	79	4	5	22	28	37	47	16	20	1140	47	9	30	49	13	1142	11175	5	42	33	19	1142
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	1144
No	114	4	4	29	25	48	42	33	29	1139	64	6	31	45	17	1141	14865	4	37	34	25	1141
<b>Gender</b>																						
Female	53	2	4	17	32	19	36	15	28	1140	30	7	37	43	13	1143	7362	3	36	36	24	1140
Male	61	2	3	12	20	29	48	18	30	1137	34	6	26	47	21	1139	7508	5	38	32	25	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	8	41	51	1134
No	114	4	4	29	25	48	42	33	29	1139	64	6	31	45	17	1141	14767	4	37	34	24	1141
<b>Gifted/talented program</b>																						
Yes	5	2	40	3	60	0	0	0	0	1159	5	40	60	0	0	1159	296	35	59	5	0	1158
No	109	2	2	26	24	48	44	33	30	1138	59	3	29	49	19	1139	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2008  
SAU: Old Town School Department  
School: Old Town High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	9	6	7	10	952	6
	2006-2007	8	5	7	9	937	6
	<b>2007-2008</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>962</b>	<b>7</b>
	Cum. Total*	22	5	19	9	2851	6
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	51	34	27	39	6055	40
	2006-2007	60	40	30	39	6167	41
	<b>2007-2008</b>	<b>33</b>	<b>30</b>	<b>23</b>	<b>37</b>	<b>5564</b>	<b>38</b>
	Cum. Total*	144	35	80	38	17786	40
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	58	39	25	36	4916	32
	2006-2007	51	34	24	32	4723	31
	<b>2007-2008</b>	<b>42</b>	<b>38</b>	<b>24</b>	<b>38</b>	<b>4679</b>	<b>32</b>
	Cum. Total*	151	37	73	35	14318	32
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	30	20	11	16	3221	21
	2006-2007	31	21	15	20	3227	21
	<b>2007-2008</b>	<b>31</b>	<b>28</b>	<b>11</b>	<b>17</b>	<b>3376</b>	<b>23</b>
	Cum. Total*	92	22	37	18	9824	22



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Old Town School Department  
School: Old Town High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	111	5	5	33	30	42	38	31	28	1138	63	8	37	38	17	1141	14581	7	38	32	23	1140
<b>Ethnicity</b>																						
African American/Black	5	0	0	1	20	3	60	1	20	1136	5	0	20	60	20	1136	248	2	19	30	49	1131
American Indian or Native Alaskan	6	0	0	1	17	3	50	2	33	1134	0						94	3	19	38	39	1133
Asian or Pacific Islander	1										1						192	6	30	34	30	1137
Hispanic	1										1						115	2	30	36	33	1136
Caucasian/White	98	5	5	31	32	35	36	27	28	1138	56	9	39	36	16	1142	13932	7	39	32	22	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	18	0	0	0	0	5	28	13	72	1125	7	0	0	43	57	1125	1825	1	7	23	69	1125
No	93	5	5	33	35	37	40	18	19	1140	56	9	41	38	13	1144	12756	7	43	33	17	1142
<b>Current LEP</b>																						
Yes	2										1						488	3	19	29	49	1131
No	109	5	5	33	30	42	39	29	27	1138	62	8	37	39	16	1142	14093	7	39	32	22	1140
<b>Economically disadvantaged</b>																						
Yes	34	0	0	6	18	12	35	16	47	1132	17	0	35	35	29	1138	3546	2	25	35	38	1134
No	77	5	6	27	35	30	39	15	19	1140	46	11	37	39	13	1143	11035	8	42	31	18	1142
<b>Migrant</b>																						
Yes	0										0						5	20	0	20	60	1131
No	111	5	5	33	30	42	38	31	28	1138	63	8	37	38	17	1141	14576	7	38	32	23	1140
<b>Gender</b>																						
Female	51	5	10	20	39	19	37	7	14	1144	29	17	38	34	10	1147	7239	8	43	33	17	1142
Male	60	0	0	13	22	23	38	24	40	1133	34	0	35	41	24	1136	7342	6	34	31	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	7	39	54	1128
No	111	5	5	33	30	42	38	31	28	1138	63	8	37	38	17	1141	14478	7	38	32	23	1140
<b>Gifted/talented program</b>																						
Yes	5	4	80	1	20	0	0	0	0	1168	5	80	20	0	0	1168	295	42	53	4	0	1159
No	106	1	1	32	30	42	40	31	29	1136	58	2	38	41	19	1139	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2008  
SAU: Old Town School Department  
School: Old Town High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	1	1	1	2	300	2
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	28	25	21	33	5927	40
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	30	27	20	31	3544	24
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	53	47	22	34	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	5.07	33.8	5.63	37.5	6.41	42.7
Cluster 2: Physical Sciences	14	25	5.24	37.4	6.17	44.1	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	4.06	29.0	4.76	34.0	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	6.28	48.3	7.12	54.8	6.59	50.7

**Cluster 1: Life Sciences**

- A. Classifying Life Forms
- B. Ecology
- C. Cells

**Cluster 2: Physical Sciences**

- E. Structure of Matter
- H. Energy
- I. Motion

**Cluster 3: Earth and Space Sciences**

- D. Continuity and Change
- F. The Earth
- G. The Universe

**Cluster 4: Nature and Implications of Science**

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Old Town School Department  
School: Old Town High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	112	1	1	28	25	30	27	53	47	1138	64	2	33	31	34	1140	14759	2	40	24	34	1141
<b>Ethnicity</b>																						
African American/Black	5	0	0	1	20	0	0	4	80	1135	5	0	20	0	80	1135	269	0	20	14	65	1134
American Indian or Native Alaskan	6	0	0	0	0	2	33	4	67	1134	0						92	1	24	28	47	1138
Asian or Pacific Islander	1										1						199	3	36	25	36	1140
Hispanic	1										1						118	1	26	19	54	1136
Caucasian/White	99	1	1	26	26	27	27	45	45	1138	57	2	33	33	32	1140	14081	2	41	24	33	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	19	0	0	1	5	2	11	16	84	1132	7	0	0	0	100	1130	1879	0	11	17	72	1133
No	93	1	1	27	29	28	30	37	40	1139	57	2	37	35	26	1141	12880	2	44	25	28	1142
<b>Current LEP</b>																						
Yes	2										1						519	1	18	19	62	1134
No	110	1	1	27	25	30	27	52	47	1138	63	2	32	32	35	1140	14240	2	41	24	33	1141
<b>Economically disadvantaged</b>																						
Yes	35	0	0	7	20	10	29	18	51	1136	17	0	29	35	35	1138	3651	1	26	24	49	1137
No	77	1	1	21	27	20	26	35	45	1139	47	2	34	30	34	1141	11108	3	45	24	29	1142
<b>Migrant</b>																						
Yes	0										0						5	20	40	40	0	1146
No	112	1	1	28	25	30	27	53	47	1138	64	2	33	31	34	1140	14754	2	40	24	34	1141
<b>Gender</b>																						
Female	51	1	2	13	25	17	33	20	39	1139	30	3	33	37	27	1142	7277	1	37	26	36	1140
Male	61	0	0	15	25	13	21	33	54	1137	34	0	32	26	41	1138	7482	3	43	22	32	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						100	1	5	22	72	1133
No	112	1	1	28	25	30	27	53	47	1138	64	2	33	31	34	1140	14659	2	40	24	34	1141
<b>Gifted/talented program</b>																						
Yes	5	1	20	4	80	0	0	0	0	1156	5	20	80	0	0	1156	296	13	80	5	3	1152
No	107	0	0	24	22	30	28	53	50	1137	59	0	29	34	37	1139	14463	2	39	24	34	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number